



Woodlands Primary School

School Improvement Plan

2024/25

Planning framework

As part of Children's Services, Woodlands Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education.**
- 2. improve attainment, particularly in literacy and numeracy.**
- 3. close the attainment gap between the most and least disadvantaged pupils.**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families. →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities. Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt. after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all of us people have the best chances. to live happy, healthy and fulfilled lives, to feel safe, supported and empowered. to unlock the strength of us collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **value** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing.

Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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Our Vision, Values and Aims

Woodlands Primary is a school connected to its community where children are nurtured, happy and feel like they belong.

Our Promise: We will welcome you as part of our community at Woodlands, we will listen to you, and we will work together to maximise everyone's wellbeing, learning and development.

Our Values: At Woodlands, we have high expectations for *all* pupils. Our values underpin everything we do- always with the children's best interests at heart. They are how we treat each other and communicate with one another. We expect pupils, staff, families and school partners to display our values through all interactions and decision making. This begins with and is modelled by the adults in school. We expect children to be 'Wonderful Woodies' by demonstrating our school values:

We are kind – we act and communicate with kindness; we show empathy and compassion for one other. We care about what matters to you, and respect and understand differences in opinion. We will try to solve any problems together and always consider how our behaviour and actions can affect others. We are approachable and we will listen, we will do our very best to help you.

We are committed – we are ambitious in what we set out to achieve and we value effort at Woodlands. We are committed to working together as a team to improve outcomes for all children and supporting each other. We are resilient- we never give up and are committed to building the skills that help us build positive relationships and manage our behaviour. We are committed to prioritising safety for everyone in our learning community.

We are inclusive – *everyone* is welcome at Woodlands, and *everyone* matters. We aim to build strong and protective relationships that help us all feel loved and that we belong here. We are understanding and tolerant of others' differences. We celebrate diversity and know our school is part of a wider community and wider world that we are all part of and care about. We understand the importance of equity, fairness and reducing barriers to ensure everyone is provided with the tools they need to succeed.



Who did we consult?

To identify our priorities for improvement, we sought the views of our pupils, families, staff and partners and Parent Council. We used a variety of methods of getting the views of those who are involved in the life and work of Woodlands Primary School such as MS Forms, Parental/Pupil Feedback, Partner collaboration and service reports, collegiate discussions, working party action plans, Parent Council Meetings, 1-1 meetings, Quality Assurance activities including the Local Authority Review Process

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

- Barnardo's PATHS Modelling and Coaching Team – Pupil and Staff Surveys and RAG Action Plan
- ORBIS – Professional Learning feedback and consultation discussions to identify next steps.
- Place2Be – Termly and End of Year Reports summarising progress throughout the year and next steps
- Cluster schools – Sharing of data to outline progress over time of pupils as well as positive destinations post school.
- Educational Psychology – supporting us on our RNRA and NVR journey as well as identifying ways to support staff to meet the ASN of learners and create more inclusive learning environments.
- Active Schools – survey data to identify children and areas for improvement in terms of weekly physical activity and accessing sport and healthy lifestyles in the local community.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Ongoing evaluations and reviews with partners
- Quality Assurance calendar which includes observations of learning experiences throughout the school
- Monitoring progress of attainment and impact of targeted interventions to raise attainment and close the poverty related attainment gap through termly professional dialogue and use of digital tools to support this.
- Analysis and review of standardised assessment data to be used diagnostically and have a positive impact on the learning journey of our pupils.
- Glasgow Motivation and Wellbeing Profiling tool for pupils and staff

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1 – Improving learners experiences and removing barriers to learning

HGIOS/HGIOELC QIs <ul style="list-style-type: none"> - 1.2 Leadership of Learning - 2.2 Curriculum - 2.3 Learning, Teaching & Assessment - 2.4 Personalised Support - 2.6 - Transitions 	NIF Priorities <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education. • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1. School Leadership</td> <td style="width: 50%;">4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>In addition to our own establishment self-evaluation this session, we have worked collegiately with local authority colleagues through participation in a local authority review.</p> <p>Through in-class observations of the learning experience, we have identified the need to develop consistent approaches to learning, teaching and assessment.</p> <p>In the majority of lessons, children were engaged in their learning when undertaking tasks, independently, in pairs and in groups. The children's positive attitude to learning is more evident when tasks and activities are stimulating and well-matched to their needs and interests. A few children do not always engage well, and this has a negative impact for other children.</p> <p>In most lessons, teachers share the purpose of the learning with the children and in a few classes observed, this was extended to include success criteria. Explanations and</p>	<p>By August 2024, a new quality assurance calendar will be in place to support effective self-evaluation and triangulation of evidence. This will outline improved engagement for stakeholders in this process. As a result, we will have a robust evidence base to allow triangulation of evidence-based information and data, people's views and direct observation of practice (contributed to by school staff, learners, partners and other stakeholders),</p> <p>By June 2025, we will have a shared Woodlands Learning, Teaching and Assessment Standard, collegiately developed through a staff working party. In almost all lessons, we will observe evidence of implementation of these approaches and strategies.</p> <p>By June 2025, in almost all lessons, pupils will be engaged in appropriate learning within the classroom.</p>	<p>Quality assurance activities will provide a range of data for analysis and comparison over time to help us track the impact of interventions.</p> <p>Teaching staff will provide evidence based professional judgements for moderation and discussion at tracking meetings.</p> <p>School maintenance and aspirational targets will be monitored throughout the session. Stability within maintenance targets will be a key indicator of quality assurance processes and the impact of early interventions. Aspirational targets will be a key focus for measuring impact of key interventions.</p> <p>Attainment data will show stabilisation allowing for more robust analysis.</p>	<p>Senior leaders and staff should work together to ensure a consistency of high expectations and strategies to improve engagement and attainment across the school.</p> <p>Review, update and implement an enhanced Quality assurance calendar.</p> <p>Develop an equity strategy, with a strengthened focus on closing the poverty-related attainment gap, will help to draw together and evidence the impact of the various strands of work supported by PEF. Pupil Equity Plans will be implemented to track the progress being made by individuals with a clear focus on overcoming barriers to learning and creating an identity as a learner within the school community. Ensure learning spaces are suitable for all learners to access the classroom as a safe base for them and reduce the number of pupils present in school but not in class. (PEF)</p> <p>Teachers should have more regular discussions with children about the skills and knowledge they are developing through the curriculum. This enhanced focus on skills for learning, life and work</p>

<p>instructions were clear in most lessons and a few teachers were observed making well-timed interventions during the learning process.</p> <p>In a few classes, children were encouraged to choose questions, activities and resources. Too often, teachers provided tasks with little or no differentiation. The use of worksheets to differentiate needs to be reviewed.</p> <p>Where it is appropriate, teachers make effective use of digital technology to support learning and teaching. All teachers use interactive whiteboards to enhance teaching and enrich children’s learning experiences.</p> <p>A quality assurance calendar is in place outlining basic quality assurance activities. As the capacity of the SLT has grown, the development and enhancement of this has been highlighted.</p> <p>SLT and teachers should plan for peer collaborative learning, joint planning, and the undertaking of peer observations within and outwith the establishment.</p> <p>Managing the pace of change remains a key priority and we have recognised that we can enhance the process through teacher involvement. This collective responsibility linked to the process of change between teachers and SLT will support improvement in pace and effectiveness of change.</p> <p>Children have also expressed a desire to undertake leadership roles and have a greater role in implementing change across the school. Children are enthusiastic about</p>	<p>Development of our curriculum rationale will outline a dynamic and creative universal curriculum with an additional focus on a bespoke curriculum offering for target groups of pupils.</p> <p>By September 24, all teaching staff will be engaging with a working party as part of the collegiate calendar to develop Approaches to learning and teaching, Approaches to assessment or NVR/RNRA Approaches. Leadership opportunities will also be available to all staff.</p> <p>By June 2025 we will raise attainment in all aspects of literacy and numeracy at 1st and 2nd level. Our aim is to increase the number of learners on track in the following areas:</p> <table border="1" data-bbox="660 821 1086 1029"> <thead> <tr> <th></th> <th>1ST Level</th> <th>2nd Level</th> </tr> </thead> <tbody> <tr> <td>L&T</td> <td>+3%</td> <td>+6%</td> </tr> <tr> <td>Reading</td> <td>+3%</td> <td>+2%</td> </tr> <tr> <td>Writing</td> <td>+12%</td> <td>+10%</td> </tr> <tr> <td>Numeracy</td> <td>+9%</td> <td>+18%</td> </tr> </tbody> </table> <p>By October 24, we will have set maintenance and aspirational targets for learners in P1.</p> <p>By September 24, target pupils (approx. 10% of learners) will be identified by teaching staff and PT PEF to create bespoke equity plans and curriculum offerings focused on developing skills, engagement and attendance.</p>		1ST Level	2nd Level	L&T	+3%	+6%	Reading	+3%	+2%	Writing	+12%	+10%	Numeracy	+9%	+18%	<p>Policies will be developed and implemented with a clear action plan to support this.</p> <p>PEF Equity Plans will measure impact of bespoke curriculum offerings and targeted skills.</p> <p>Staff and Pupil GMWP survey data</p> <p>Local authority staff and learner pre & post Young Leaders of Learning programme evaluations</p> <p>Data from CIRCLE Framework – Learner Participation Scale will</p> <p>Transition evaluation information</p> <p>Attendance information</p> <p>Parent/Carer Evaluations will be used following the October INSET – these will be used to capture the impact of the implementation of the new ASN planning process for pupils and families and identify any further support required in this area.</p>	<p>will be a key feature in both our universal and bespoke curriculum offering. (PEF)</p> <p>Individual pupil target-setting should be developed and trialed in a few classes. This should help children lead and apply their learning across a range of contexts.</p> <p>Continue with plans to develop a shared Woodlands ‘Learning, Teaching and Assessment Standard’ to support consistent high-quality practice across the school. This should clearly indicate expectations regarding high-quality learning and teaching. This will be developed as part of the Learning, Teaching and Assessment Working Parties for which collegiate time has been protected in the Working Time Agreement.</p> <p>These will revisit and embed AifL strategies (quality questioning, quality feedback, LI and SC, self-and peer assessment) to ensure a consistent approach across the school. This will support children to make the best possible progress.</p> <p>Ensure assessment is integral to the planning of learning and teaching and take cognisance of national CfE benchmarks. Support teachers to plan assessment approaches into the learning in order to allow children to demonstrate their knowledge, skills and capabilities.</p> <p>As part of this process, we will review our pedagogical approaches, creating and establishing the ‘Woodlands Way’ that takes account of best practice in play pedagogy and enquiry-based learning, ensuring that approaches are responsive and informed by pupil voice.</p> <p>Fully evaluate forward planning processes to ensure they are relevant and manageable for all.</p>
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<p>how they can improve their school. With support, children could become more involved by using 'How good is OUR school?' to gather their views on what matters to them.</p> <p>We realise there is scope to involve learners further in evaluation processes using HGIOURS and that the Young Leaders of Learning programme presents an opportunity to involve learners in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice and promoting ways that children and young people can be involved in school improvement activities in their own school.</p> <p>The 'Relationships' theme from HGIOURS will be the focus of the above work following feedback from our recent school review which identified that almost all pupils are positive about their relationships with their teachers and almost all staff know children well as individuals and are aware of their needs.</p> <p>All staff have a clear understanding of the social, economic and cultural context in which their children and families live. This knowledge could be better used to inform classroom planning to meet children's needs. Refreshed monitoring and tracking procedures have recently been introduced.</p> <p>Senior leaders regularly interrogate a range of data and have a very good understanding of the school's priorities for improvement. Data is used to identify gaps and barriers to learning.</p>	<p>By October 24, pupils will have a variety of purposeful and meaningful leadership opportunities to shape the improvement and development of the school.</p> <p>By June 2025, we will have an improved structure for the inclusion of learner voice into our self-evaluation processes. Our Young Leaders will have improved leadership skills and will be driving forward improvement in the school through an action plan developed by them.</p> <p>Young Leaders will have an enhanced range of skills including:</p> <ul style="list-style-type: none"> - communication - team work - resilience - time keeping - organisation - and social skills <p>Our Young Leaders will be excellent role models and will train a further group of Young Leaders to take part in the programme in 2025-26</p> <p>By February 25, we will create a process for individual pupil target setting and trial this in 3 classes for the rest of session 24/25.</p> <p>By September 24, ASN plans will be in place for all relevant pupils and staff will have engaged in peer moderation of these plans.</p>		<p>This will support staff in offering more creative learning opportunities and help to develop children's skills progressively at all stages. Curriculum Development sessions will provide professional learning opportunities on key themes arising from professional dialogue at staff meetings, INSET days and PRDs. These will include:</p> <ul style="list-style-type: none"> • Solutions Oriented Practice • Supporting EAL Learners • P.E. Learning and Teaching • Using phonics to supporting emerging readers at all stages • Renfrewshire Literacy Approach Refresher • Teaching and Learning Approaches to Spelling <p>Ensure tracking meetings with teachers are robust and that discussions are based on reliable assessment evidence gathered in class. Consider strengthening existing tracking processes by taking a closer look at the data through particular lenses e.g., focus on children with FME/CG, SIMD 1 and 2. Established target setting practices will be enhanced with a focus on maintenance target groups and aspirational targets. This will help to stabilise data tracking and enhance analysis.</p> <p>We will establish pupil leadership opportunities, including:</p> <ul style="list-style-type: none"> P1 – P7 – Pupil Council P6 & P7 – House and Vice Captains P5 – P7 – Young Leaders of Learning P5 – Sports Committee P6 & P7 – Playground Buddies P6 – P1 Transition Buddies <p>All pupils will have the opportunity to contribute to the life of the school through their active role in their 'house' which will be linked to our school values.</p>
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<p>Senior leaders and teachers meet regularly to discuss children’s progress and attainment. Teachers need to make more effective use of the information they gather in class to ensure that these discussions are robust and based on reliable evidence.</p> <p>Planning for children who require additional support has been enhanced this session with all pupils moving to the new local authority framework. This has allowed consistency in recording and reporting. Staff have participated in professional learning with regards to the new framework and have had guided sessions with SLT to create and complete plans in a coaching and modelling approach. Plans and approaches have been evaluated throughout the year by the Pupil Support Co-Ordinator. This has highlighted the need to develop more consistent approaches to setting SMART targets, appropriate interventions and timescales as well as ways of sharing plans with pupils, parents/carers and capturing their voices.</p>	<p>By October 24, parents/carers will have had the opportunity to attend a school session sharing our approaches to supporting pupils with ASN and what to expect. Plans will be shared with parents/carers at Parent-Teacher appointments.</p> <p>By June 25, a review of transitions at ELCC – P1, P7 – S1, Class to Class and Enhanced Transitions will be complete with clear plans and timelines in place.</p> <p>By June 2025, we will have improved attendance data:</p> <ul style="list-style-type: none"> - A target group of 20% of pupils who currently have an average attendance between 80 – 90% will increase their attendance by +3%. This will improve attendance in to the 90%+ category which EBSA Research states has the biggest impact on improving attainment - We have identified a small group of learners who will be targeted to significantly increase their attendance from less than 50% to within the 50%-80% group through PEF interventions - The impact of supporting these groups of learners will have an overall impact on the average school attendance which we aim to bring in line with the Renfrewshire Average long term (94%). This session, we aim to increase the current average attendance of 89% by 2% 		<p>Our Young Leaders of Learning Team will attend YLL training in August 2024 along with our partner schools (East Fulton Primary School and St Fillan’s PS). Through planning sessions, they will develop a focus for the reciprocal visits from the Relationships theme in HGIOURS, relevant questions and appropriate activity for reciprocal visits. (Sept – Nov 2024)</p> <p>YLLs will take part in reciprocal visits in January 2025 and identify:</p> <ul style="list-style-type: none"> - strengths of the focus area in each school - areas for development in each school <p>YLLs will produce an action plan to take forward the areas for development within their own school. This will be led by them. (Term 4 2025 onwards)</p> <p>Cluster/locality based SLT working parties to review transition arrangements with local partners to ensure these are relevant, purposeful, and meeting the needs of the learners they affect.</p> <p>Create a school-based timeline and outline of transitions processes in line with new Local Authority guidance.</p>
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Improvement Priority 2 – Improving Health & Wellbeing outcomes for all

<p>HGIOS/HGIOELC QIs</p> <ul style="list-style-type: none"> - 1.5 Management of resources to support equity. - 2.4 Personalised Support - 2.7 Partnerships - 3.1 Ensuring wellbeing, equality and inclusion. 	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education. • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people. 	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Almost all children benefit from positive and supportive relationships with staff. Pupils report feeling fairly treated and, in particular, feel well-supported with their mental health. Despite this, the majority of our staff state that they only feel safe in school sometimes. This is reflected by our pupils, where the majority feel that they are only safe sometimes, a few of whom state they do not feel safe in school.</p> <p>Through our implementation of the local authority GIRFEC framework this session, we have identified that the majority of our learners have additional support needs and plans in place to identify support strategies and interventions. Teachers' engagement in this process including modelling of measures and evaluations should continue to enhance the quality of the plans and ensuring impact on learner's attainment and/or achievement. Child Protection and Additional Support</p>	<p>By Jun 2025, data will show a significant increase in pupils and staff feeling safe in school. A reduction in parental complaints with regard to dysregulated behaviour being witnessed and/or experienced will also be noticed.</p> <p>By June 2025, we will offer a rich curriculum offering for all learners including those who require bespoke curriculum offerings. High quality learning and teaching experiences will lead to more engaged and motivated pupils. This supportive approach in collaboration will reduce the number of violent and aggressive incidents</p> <p>By October 2024, every class will have a safe space within it. This is an action from our RNRA/NVR plan to promote</p>	<p>Equity plans and evaluations</p> <p>ASN plans and evaluations.</p> <p>STAC meeting data</p> <p>Attendance data will demonstrate an increase in average pupil attendance to increase above 90%.</p> <p>GMWP Data will be used to measure changes in wellbeing and motivation, specifically the feeling of safety for staff and pupils.</p> <p>Attainment Data</p> <p>CIRCLE Framework Tools</p> <p>RNRA Accreditation self-evaluation process and action plans (including</p>	<p>Safe spaces will be organised in every classroom to ensure that pupils have clearly defined spaces in their own learning environment.</p> <p>Alternative learning spaces will be established in the school with a clear rationale and guidance. These spaces will be clearly resourced and staff. This will be facilitated by the PT PEF and supported by key PEF partners. (PEF)</p> <p>Staff will offer a variety of clubs and extra-curricular activities to pupils' throughout the school/outwith their class. This will enhance relationships throughout the school and offer pupils a variety of activities to learn new skills.</p> <p>Through a variety of parental/family engagement activities led by DHT and teacher leadership role, build valued and trusted relationships with our wider school community who have experienced significant change to the staff team over the last few years. This will be one of many teacher leadership roles to</p>

<p>Needs plans will benefit from further evaluation and moderation throughout year two of implementation of these. Using additional lenses to review these will be useful in ensuring that processes are robust for specific groups of learners e.g., care-experienced, emotionally based school avoidance.</p> <p>Qualitative data from pupils and parents/carers suggests a correlation between feelings of dissatisfaction with the school in response to supporting the needs of all learners and equity in achieving this. Dysregulated behaviour and consequences are the most frequent theme of parental complaints to the school and the second-hand impact of pupils witnessing and experiencing this.</p> <p>All teaching staff have been trained in using the CIRLCE Framework and we have implemented digital use of the learner participation scale as part of the long-term and ASN planning process. Further use of the CIRCLE Framework to ensure that learning is being practically applied in the classroom and having a positive impact on the environment for learning is required.</p> <p>PEF Planning has outlined the rationale for supporting target groups of disengaged, unmotivated and non-attending learners. Through this support, learning spaces in classrooms and around the school will provide progressive, skills based bespoke curriculum offerings to support learner identity and readiness to learn. In providing appropriate support for learners in conjunction with key partners, all pupils will</p>	<p>the sense of belonging to the class, a safe space where pupils can express how they feel safely and engage in co or self-regulation. This will reduce the number of pupils who are present but not in class.</p> <p>By December 2024, almost all learners and staff to feel valued at school through equitable approaches and recognition of the difference between equity and equality. We aim to reduce the number of bullying and equalities-based discrimination incidents. We have a baseline measure of these and use our log to identify themes and follow up actions. Our overall aim is to eliminate these incidents.</p> <p>By October 2024, remove barriers to learning for all through a focus on providing bespoke curriculum offerings, creative use of staff, partners and resources and removing barriers to attendance. Initial target group of 10% of learners has been identified.</p> <p>By Jun 25, pupils will have had the opportunity to build relationships outwith the class with staff through extra-curricular clubs.</p> <p>By October 2024, PEF Planning, tracking and reporting systems will be in place managed by the PT PEF. School TAC meetings will be established to ensure joined up partner working.</p>	<p>NVR) – we are working towards accreditation at Amethyst Level showcasing that we are integrating nurturing relationships into our policy and practice.</p> <p>Feedback from stakeholders with regard to policy launches (following previous consultation at development stages)</p> <p>Incident log data including bullying and equalities incidents as well as violent/aggressive incidents.</p>	<p>support staff with career long professional development opportunities and ensure they play a key role in the change process.</p> <p>Continue to provide sessions to share information about additional support plans and equity in conjunction with our partners. These will be delivered to parents/carers as well as pupils through our assembly programme. This will also be an opportunity to further promote the newly launched school values.</p> <p>Quality assurance of support plans including peer moderation of these. Parent/Carer sessions to inform and outline parents/carers about the process, what they can expect for Woodlands and how we can work together to support their child. Capturing parent/carers voice within the plan.</p> <p>Evaluation of ASN to ensure we have accurate data with regard to common themes to inform professional learning and also to identify groups of learners and data to support this.</p> <p>Offer CIRCLE training on a bespoke basis through pastoral and pupil support from SLT. PTs will provide support to stages in the school and have a visible presence in the learning areas to support staff and pupils.</p> <p>Target group identified for PEF intervention phase 1 – rigorous planning processes will be designed and implemented whilst supporting this group. Throughout this, reflections will be discussed regularly, and feedback sought to ensure effectiveness and impact of procedures being developed before being extended. (PEF)</p>
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<p>feel well supported and safe in a de-stressed learning environment.</p> <p>Quality assurance processes will enable us to ensure staff are using assessment information to plan for identified children and ensure the deployment of significant complex ASNA hours to have maximum impact. School TAC Meetings will ensure that issues highlighted are discussed and early interventions are agreed to support the pupil, family, staff and class.</p> <p>Alternative learning spaces in The Hub and The Hive require to be used more creatively to deliver quality, tracked interventions. The rationale for these spaces must be clear to all stakeholder and pupils using this space must have individual targets set and tracked through pupil equity plans. These will detail why these learners are accessing this resource and what they are hoping to achieve/improve. These plans will address progress being made in skills, emotional regulation and any other barrier to learning as well as attainment and achievement.</p> <p>Most pupils state that they would complain if they felt picked on by anyone in school, at least sometimes. A bullying log is kept by SLT, and incidents are also logged on Seemis. These are reviewed termly to identify any themes and action points to take forward. Staff understanding of bullying and bullying incidents would benefit from being revisited and updating of policy to support and clarify roles and responsibilities.</p> <p>Overall school attendance has remained stable at 89% throughout session 2022-24.</p>	<p>By August 2024, 2 classes will trial NVR planning approaches throughout term 1. They will share their journey and success by December 24 for further expansion of the trial. By Jun 25, NVR planning tools will be a key feature of our approaches to supporting pupils.</p> <p>By June 2025, staff will highlight increased confidence in managing pupil support plans for their learners as a result of high-quality professional learning and moderation opportunities.</p> <p>By August 2024, our new relationships, communication and anti-bullying policies will be in place. An action plan for launch will be created and implemented by November 24. These policies will share our commitment to integrating nurturing relationships into our policies and practices and give clear guidance to all stakeholders of their role and what to expect from the school.</p> <p>By August 2024, new school policy in line with local authority policy for supporting attendance will be launched. Identified learners with and attendance rate between 80% and 90% have been selected and will be targeted in 4 waves by SLT. By June 2025, we will see a reduction of the number of pupils in this group by 50%.</p>		<p>Final consultation, action planning and launch of new school policies including relationships, communication and anti-bullying.</p> <p>Spaces for listening will continue to be offered to all staff to provide a protected, safe space to ensure staff feel heard and supported, further reinforcing a solutions focused, collaborative team ethos. This is in addition to the Place2Talk opportunities for staff offered by Place2Be.</p> <p>Establish new school based supporting attendance procedures for all pupils in line with local authority guidance and development of EBSA approaches with Educational Psychology colleagues.</p> <p>A target group of learners have been selected who currently have an annual average attendance of between 80% and 90%. Through a targeted, supportive approach of early intervention, we aim to decrease the size of this group by 50% by June 25. This will be a 4-wave plan with maintenance plans for pupils who have experienced success. Our school aim is to address attendance issues within the target group and move as many learners as possible to the 90%+ attendance category. We will start with an initial data capture about attendance and why it has fallen into this category to identify common themes and how we can address these.</p> <p>In addition to this target group, our PEF plan will also be supporting another target group of pupils who have very poor school attendance of less than 50%. This group will have an EBSA focus, and we are aiming to improve attendance for 80% of pupils in this target group through PEF interventions. Increasing attendance rates from the minority of time to the majority of time. We will also track the impact of this on attainment data for these pupils as well as wellbeing data.</p>
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<p>SLT members have engaged with Educational Psychology colleagues to explore Emotionally Based School Avoidance. This has resulted in a review of universal supporting attendance approaches as well as targeted interventions. Reflection on annual data and Standard Circular 5 allows clerical staff and SLT to closely monitor attendance for any vulnerable groups. This session we have engaged in a series of promotion of the importance of good timekeeping and attendance to negate the historic connotations with supporting attendance procedures. School based policy development is required to provide clear, consistent guidance and procedures to all stakeholders.</p> <p>Data captured over time is highlighting a decrease in attendance in the upper school from P5-P7. This will be a key area of focus for improvement next session specifically looking at learners who have an attendance rate between 80 and 90%.</p>	<p>By Jun 2025, we aim to eliminate the need for part time timetables by offering a rich bespoke curriculum offering.</p>		<p>We will continue to work with our Educational Psychology colleagues to deliver NVR training as required as part of RNRA action plan.</p> <p>We have 2 trained Level 2 staff and by the end of Jun 2025, will have a 3rd member of staff trained to this level. These staff will be piloting NVR planning approaches in their classrooms and cascading this back to staff for trial in additional classes between January 25 and June 25</p> <p>We will launch a whole school campaign to “<i>choose one child and love them on purpose</i>” collegiate reflections will assess the impact of this as well as analysing GMWP wellbeing data.</p> <p>-</p>
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Improvement Priority 3 – Raise attainment in literacy with a specific focus on reading and spelling

HGIOS/HGIOELC QIs - 2.2 Curriculum - 2.3 Learning, Teaching & Assessment - 3.2 Raising Attainment & Achievement	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people. 	NIF Drivers <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>A PEF funded PT and numeracy modelling and coaching officer have been deployed to very good effect to support Literacy and Numeracy across the school through provision of CLPL for staff and targeted support for children. Curriculum progression pathways in Numeracy and Literacy promote consistency of learning and teaching approaches across the school. Consistent implementation has supported raised attainment in these areas which is reflected in our attainment data. By the end of June 2025, an increase of 9% of learners at first level and 18% of learners at second level will achieve national CfE expectations in Numeracy. This is a similar trend in writing where predictions expect an additional 12% of learners at first level and 10% of learners at second level to achieve national expectations. In the aspect of reading, this is reduced to an enhancement of 3% of learners at first level and 2% of learners at second level.</p> <p>Qualitative data from PRD discussions as well as with the Literacy Development Officer have highlighted a lack of teacher confidence</p>	<p>By June 2025, we will have developed clear guidance around teaching and learning in the aspect of reading and spelling/phonics. This will be progressive from P1 through to P7.</p> <p>By June 2025, SLT and the Literacy Development Officer will have delivered CLPL inputs to staff with regard to the Renfrewshire Literacy Approach and Phonics to support emerging readers at all stages. This will support staff to make use of assessments to identify the gap and plan appropriate interventions.</p> <p>By September 2024, aspirational and maintenance targets will be set for all pupils. By June 2025, in the aspect of reading, we aim to increase attainment by:</p> <p>P1 – TBC September 24 P2 - +8% P3 - +12% P4 - +9% P5 - +11% P6 - +3%</p>	<p>Literacy attainment data - specifically reading data.</p> <p>Challenge questions at Tracking meetings will be analysed by SLT to identify themes and trends and be used to inform improvement priorities, professional learning and support.</p> <p>Moderation of Pupil Support Plans and planned interventions</p> <p>Pre and post CLPL surveys will be used to measure staff confidence</p> <p>Assessment schedule and policy implementation</p> <p>Parent/Carer feedback with regard to Home Shared Learning will demonstrate impact of launch and any adjustments required</p>	<p>Pupil Support Co-ordinator will deliver CLPL to teaching and support staff to support identification of and appropriate interventions for: Dyslexia type difficulties, support and assessment for all literacy.</p> <p>Input on phonics to all staff</p> <p>P7 buddies will continue to support a buddy paired reading scheme.</p> <p>We will explore our approaches to teaching spelling and review these through feedback from pupils and staff.</p> <p>Re-launch Home shared learning approach and outline the commitment from pupils required and the impact of this. Look at creative ways to share this with home.</p> <p>Input from Literacy Development Officer for staff focused on book banding, talk for writing assessment, dive into reading approaches, renfrewshire literacy approach and balancing the literacy curriculum.</p> <p>Assessment documents from working party.</p>

<p>in teaching in the area of reading, ensuring progression with comprehension activities and finding a balance within the curriculum following the introduction of Talk for Writing approaches.</p> <p>Teachers highlight spelling difficulties throughout the school. New resources have been purchased to support learning and teaching in this area, but staff are finding it hard to find the balance and are concerned about becoming resource led.</p> <p>Home shared learning has been introduced to share learning at home in terms of reading and spelling. This provides informal opportunities to work on commonly misspelled words and tricky words for the learner based on individual feedback. Uptake has been minimal for Home Shared Learning despite the majority of parents/carers who responded to the survey and evaluation being very clear about the desire to re-introduce.</p>	P7 - +3%		Peer visits to other schools and classes within the school
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